**KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT**

 **KEJSEA 2025**

 **GRADE 9**

 **901/2- ENGLISH**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Duration:** 2 HOURS
**Total Marks:** 50

 **FOR FACILITATORS USE ONLY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SCORE RANGE  | 60-80 | 40-59 | 20-39 | 0-19 |
| LEVEL  | EXCEEDING EXPECTATION | MEETING EXPECTATION | APPROACHING EXPECTATION | BELOW EXPECTATION |
| LEARNER’S SCORE |  |  |  |  |
| TICK LEVEL |  |  |  |  |

**Instructions:**

1. Answer all questions.
2. Use clear, legible handwriting.

**TURN OVER**

**SECTION A: IMAGINATIVE WRITING**

**A: Narrative Writing (15 marks)**
Write a story beginning with the following sentence:
*"It was a rainy afternoon, and I was walking home from school when I noticed something strange in the alleyway..."*

* Your story should be at least 200 words.
* Make sure your narrative has a clear beginning, middle, and end.
* Include dialogue, description, and a conflict to make the story engaging.

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**SECTION B: ORAL NARRATIVE (10 MARKS)**

**"The Lost Wallet"**

It was a cold Saturday morning, and I had just finished my chores at home when I decided to take a walk to the local park. I was feeling a little down, and the fresh air always helped clear my mind. As I walked along the path, enjoying the sound of birds chirping and the rustle of leaves, something shiny caught my eye. I bent down to take a closer look and found a wallet lying on the ground, half-hidden under a bush.

At first, I hesitated. It seemed like someone had just dropped it, and I wondered if it was mine. But as I opened the wallet, I saw a few notes and a bank card with a name on it. I knew I had to do the right thing, so I decided to take it to the park’s lost and found. The thought of keeping the money crossed my mind for a split second, but I quickly dismissed it. After all, it wasn’t mine to take.

When I got to the lost and found, I explained the situation to the park ranger. He thanked me for returning the wallet and told me they would contact the owner. I felt a sense of relief and pride in doing the right thing. Later that day, I received a message from the park ranger. The wallet had been returned to its owner, a kind woman who had been looking for it all morning.

That evening, as I sat at home, I reflected on what had happened. It wasn’t just about returning a wallet—it was about doing the right thing even when no one was watching. That day, I learned the importance of honesty and integrity.

**Questions:**

1. **What motivated you to return the wallet instead of keeping it?**

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1. **How did you feel when you found the wallet?**

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1. **What do you think the woman who lost the wallet felt when she got it back?**

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1. **What lesson did you learn from this experience?**

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1. **If you hadn’t found the wallet, do you think the situation would have been different?**

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1. **Why do you think returning lost items is important?**

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**SECTION C: POETRY. (5 MARKS)**

 **The Silent Workers**

***By an Allan Pete***

In the dim-lit room, their tiny hands toil,
Unseen by the world, they sweat and spoil.
Eyes too young to carry such weight,
Their dreams are crushed by the hands of fate.

They labor in silence, no voice, no song,
The hours stretch long, the days feel wrong.
No laughter echoes, no games to play,
In the shadows, they waste away.

The cold machine hums a hollow tune,
While innocence fades beneath the moon.
Their future erased with each passing hour,
Their youth consumed by the hands of power.

**Questions**

1. What is the main theme of the poem?

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1. Identify any poetic devices used in the poem.

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1. What is the tone of the poem?

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1. How does the poet use the image of the "tiny hands toil" and "unseen by the world" to symbolize the invisibility of child labor?

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1. Do you think the poem suggests any potential solutions to the issue of child labor, or does it focus more on highlighting the problem? How effective is it in raising awareness?

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**SECTION D: NOVELLA (10 MARKS)**

*Bridges without River*

**1. Plot and Theme**

**Question 1**: Summarize the plot of *Bridges Without Rivers* in your own words.

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**2. Character Analysis**

**Question 2**: Analyze the character of Mwenje. What are his aspirations, and how do his family and society shape his actions?

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**3. Setting and Context**

**Question 3**: Discuss the role of the rural Kenyan setting in the novella. How does it influence the characters and events in the story?

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**4. Literary Devices**

**Question 4**: Identify two literary devices used in the novella (e.g., symbolism, imagery, or metaphor) and explain how they enhance the message of the story.

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**6. Character Relationships**

**Question 5**: Discuss the role of Mwenje’s parents in the novella. How do their beliefs and expectations affect his choices and growth?

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**SECTION E: PLAY. (10 MARKS)**

*Last Laugh*

1. **What is the central theme of *Last Laugh*?**

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1. **How does the protagonist change throughout the novella? Provide examples.**

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1. **What role does humor play in *Last Laugh*? How does it affect the overall tone of the story?**

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1. **Identify and explain the use of symbolism in *Last Laugh*.**

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1. **If you were in the shoes of the protagonist, would you have made the same decisions? Why or why not?**

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**MARKING SCHEME**

**Section A: Narrative writing (15 marks)**

*"It was a rainy afternoon, and I was walking home from school when I noticed something strange in the alleyway..."*

It was a rainy afternoon, and I was walking home from school when I noticed something strange in the alleyway. The usual quiet path, where I often cut through to get home faster, seemed unusually dark, even though the street lamps had flickered on. Curiosity tugged at me, and I decided to investigate.

As I approached, I saw a small, hunched figure crouching by a dumpster. My heart raced, but I couldn’t turn back. "Hello?" I called out nervously. The figure didn’t respond but shifted slightly, and I realized it was a young boy, no older than me, drenched in rainwater. He looked up, startled.

"Are you okay?" I asked, stepping closer.

"I... I lost my way," he mumbled, voice barely audible over the rain.

I offered him my umbrella, and together, we walked toward the main road. As we spoke, he revealed he was new to the area and didn’t know anyone. By the time we reached the bus stop, the rain had stopped, and the clouds parted, revealing a setting sun. The boy smiled at me, thanking me for my kindness. I watched him board a bus, feeling a sense of warmth despite the cold evening.

**WRITING RUBRICS**

**1. Narrative Writing (20 marks)**

| **Criteria** | **Exceeding expectation (13-15)** | **Meeting expectations (10-12)** | **Approaching expectations (6-9)** | **Below expectations (1-5)** |
| --- | --- | --- | --- | --- |
| **Creativity & Engagement** | Engages the reader with a unique and compelling story. | Story is interesting and holds the reader’s attention. | Story is predictable or lacks engagement. | Story lacks creativity and does not engage the reader. |
| **Structure** | Clear and well-organized beginning, middle, and end. | Generally well-structured, but minor lapses in organization. | Structure is unclear or disorganized. | Lacks clear structure, making it hard to follow. |
| **Character Development** | Characters are well-developed and contribute to the plot. | Characters are developed but could be deeper. | Characters are underdeveloped or generic. | Characters are flat or missing altogether. |
| **Language Use** | Excellent use of descriptive language, varied sentence structures. | Good use of descriptive language, some variety in sentences. | Limited use of description or simple sentences. | Minimal descriptive language or poor sentence structure. |
| **Mechanics (Grammar, Spelling, Punctuation)** | Almost no errors in grammar, spelling, and punctuation. | Few minor errors in grammar, spelling, or punctuation. | Noticeable errors that occasionally disrupt meaning. | Frequent errors in grammar, spelling, or punctuation. |

**SECTION B: ORAL NARRATIVE**

**1. What motivated you to return the wallet instead of keeping it?**

* *Answer:* The main reason I decided to return the wallet was because it wasn’t mine, and I knew it was the right thing to do. Even though I could have kept the money, I felt that honesty and integrity were more important. I didn’t want to be someone who took advantage of another person’s loss. Besides, I realized the person who lost it would be upset, and I wouldn’t want that for myself if I lost something important.

**2. How did you feel when you found the wallet?**

* *Answer:* When I first found the wallet, I felt a bit confused. I was surprised to see it just lying there, especially in a park where many people walked by. I also felt a little nervous because I wasn’t sure what to do with it at first. As I opened it and saw the bank card with someone’s name, I realized it wasn’t mine, and I started feeling more certain that I had to return it.

**3. What do you think the woman who lost the wallet felt when she got it back?**

* *Answer:* I imagine the woman who lost the wallet felt incredibly relieved and grateful when she got it back. Losing a wallet can be a stressful experience, especially if it has money and important cards in it. I think she was probably worried about the hassle of canceling her cards and reporting it to the bank. So, when it was returned to her, I believe she felt both thankful and a little reassured that not everyone would just ignore the situation.

**4. What lesson did you learn from this experience?**

* *Answer:* From this experience, I learned the importance of honesty and doing the right thing, even when no one is watching. At first, it was tempting to just keep the wallet, but I knew that would have been wrong. Returning the wallet showed me that acting with integrity builds trust and respect. It’s a reminder that our choices, no matter how small, define who we are.

**5. If you hadn’t found the wallet, do you think the situation would have been different?**

* *Answer:* If I hadn’t found the wallet, the situation would have been different, of course. The woman would have continued searching for it and likely would have been upset and stressed. But I also think someone else might have found it, or maybe the park ranger would have found it. The important thing is that I did find it, and by returning it, I was able to help make things right. I felt proud to be the one who returned it.

**6. Why do you think returning lost items is important?**

* *Answer:* Returning lost items is important because it shows respect for others and their belongings. Everyone has experienced losing something valuable, and it can be very upsetting. By returning lost items, you help someone avoid that stress, and you also build a sense of trust in your community. It’s a way to show kindness and to contribute positively to the environment around you.

**SECTION D:NOVELLA**

**1. Plot and Theme**

**Question 1:**

**Summarize the plot of *Bridges Without Rivers* in your own words. What are the major turning points in the story?**

**Answer**:
*Bridges Without Rivers* follows the life of **Mwenje**, a young boy from a poor rural Kenyan family. His primary aspiration is to escape the cycle of poverty by acquiring an education. However, his journey is filled with struggles, including societal and family expectations that limit his freedom. Major turning points include:

* Mwenje’s desire to go to school despite financial constraints.
* The conflict between his personal ambitions and his family’s expectations, especially when his parents prioritize traditional roles over education.
* The challenges he faces in his quest for education, including the burden of economic hardship.

**2. Character Analysis**

**Question 3:**

**Analyze the character of Mwenje. What are his aspirations, and how do his family and society shape his actions?**

**Answer**:
Mwenje is an ambitious and determined young boy who dreams of bettering his life through education. His aspiration is to break free from the poverty that grips his family and community. However, he faces numerous challenges, including the expectations of his family, especially his father, who values traditional roles over modern education. Society also imposes limitations on him, as rural Kenya places significant importance on manual labor and marriage for young men. His actions throughout the novella reflect his inner conflict between honoring his family’s wishes and following his own path toward education.

**3. Setting and Context**

**Question 5:**

**Discuss the role of the rural Kenyan setting in the novella. How does it influence the characters and events in the story?**

**Answer**:
The rural Kenyan setting plays a crucial role in shaping the characters and events in *Bridges Without Rivers*. The community’s values are deeply rooted in traditional roles, especially in the areas of farming and family obligations. This setting directly affects Mwenje’s experiences, as opportunities for education are limited, and economic hardships are prevalent. The rural setting also reflects the wider socio-economic challenges faced by many young people in Kenya, making Mwenje’s desire for education and a better future all the more poignant.

**4. Literary Devices**

**Question 7:**

**Identify two literary devices used in the novella (e.g., symbolism, imagery, or metaphor) and explain how they enhance the message of the story.**

**Answer**:

1. **Symbolism**: The title *Bridges Without Rivers* itself is a powerful symbol. A bridge typically connects two places, but in this context, the absence of a river symbolizes the barriers to progress and opportunity that many rural families face. The “bridge” represents education and success, but the “river” (symbolizing opportunities) is not easily accessible.

**5. Moral and Message**

**Question 9:**

**What moral lessons can be drawn from *Bridges Without Rivers*? How are these lessons conveyed through the protagonist’s journey?**

**Answer**:
The moral lesson of the novella is that **persistence and determination in the face of adversity** can lead to personal growth, but it often requires navigating difficult choices. Mwenje's journey demonstrates that dreams of a better future may be hindered by societal and familial expectations, but the importance of education and personal ambition remains paramount. The novella encourages readers to pursue their dreams, even when faced with obstacles.

**Question 10:**

**Do you agree with the decisions made by Mwenje at the end of the novella? Why or why not?**

**Answer**:
Whether or not one agrees with Mwenje's decisions at the end depends on personal perspective. If one values personal growth and the pursuit of education, they may agree with Mwenje's determination to follow his own path, despite his family’s objections. However, others might argue that family obligations should take precedence over individual desires, especially in a context where the family’s survival depends on collective effort. The novella leaves this open to interpretation, highlighting the complexity of balancing personal ambition and family loyalty.

**SECTION C: POETRY**

**1. Theme and Message**

* **Central Theme**: The poem highlights the theme of child labor and the exploitation of children. It emphasizes the loss of childhood innocence as children are forced to work in harsh conditions. The poem conveys how their voices are silenced and their dreams are crushed by circumstances beyond their control.
* **Message**: The poet is likely trying to raise awareness about the plight of child laborers, urging readers to reflect on the injustice they face. The message is about the invisibility of these children’s suffering and the long-term consequences of such exploitation.

**2. Poetic Devices**

* **Poetic Devices**:
	+ **Personification**: The poet uses personification with phrases like "the cold machine hums a hollow tune," giving human-like qualities to the machine, which emphasizes the dehumanizing nature of child labor.
	+ **Metaphor**: The phrase "their future erased with each passing hour" serves as a metaphor for the loss of hope and opportunity for the children as they labor away their youth.
	+ **Imagery**: Phrases like "In the dim-lit room" and "No laughter echoes" create vivid images of the children’s harsh, silent environment, enhancing the sorrowful tone of the poem.
* **Role of Imagery**: The imagery of the cold machine and hollow tune reflects the mechanical, soul-crushing nature of the work these children do. The image of their lost future emphasizes the emotional and physical toll child labor takes on young lives.

**3. Tone and Mood**

* **Tone**: The tone is sorrowful, sympathetic, and somewhat accusatory. The poet conveys anger and sadness towards the exploitation of children, highlighting the emotional weight of the situation through phrases like "their dreams are crushed" and "they waste away."
* **Mood**: The mood evoked is one of sadness and helplessness. The reader is made to feel the emotional burden of child labor, as the poet's choice of words like "waste away" and "their future erased" elicits feelings of despair and empathy for the children.

**4. Symbolism and Imagery**

* **Tiny Hands and Unseen Work**: The "tiny hands toil" symbolize the vulnerability and innocence of children, while "unseen by the world" highlights how child laborers are often invisible to society, unnoticed and unacknowledged.
* **Loss of Childhood**: The line "No laughter echoes, no games to play" symbolizes the theft of childhood from these children, who are deprived of joy, freedom, and innocence because of their forced labor.

**5. Interpretation and Call to Action**

* **Solution or Awareness**: The poem primarily focuses on exposing the harsh reality of child labor. It doesn't offer a direct solution but rather serves to raise awareness and evoke empathy, encouraging readers to recognize the injustice of the situation.
* **Inspiration for Action**: The poem might inspire readers to take action by advocating for laws against child labor, supporting organizations that work to eliminate child exploitation, or simply raising awareness about the issue.

**SECTION E: PLAY**

**Understanding the Plot:**

1. **What is the central theme of *Last Laugh*?**
	* The central theme of *Last Laugh* revolves around the concept of **revenge, justice, and the consequences of one's actions**. The story explores the tension between taking justice into one's own hands and allowing the legal system to play its part.

**Character Analysis:**

1. **How does the protagonist change throughout the novella? Provide examples.**
	* The protagonist starts as someone consumed by **anger and a desire for revenge**, but over time, they evolve by questioning their motivations and the consequences of their actions. For example, a pivotal moment in the story might reveal the protagonist’s **self-reflection** and realization that revenge only perpetuates the cycle of pain.

**Themes and Motifs:**

1. **What role does humor play in *Last Laugh*? How does it affect the overall tone of the story?**
	* Humor may be used as a **coping mechanism** for the protagonist or other characters. It provides contrast to the otherwise serious tone of the story, offering moments of relief while highlighting the **irony** of the situation.

**Literary Devices:**

1. **Identify and explain the use of symbolism in *Last Laugh*.**
	* Symbolism in the novella may include **objects, actions, or settings** that represent deeper themes. For example, the act of laughing could symbolize **false victory or the hollow nature of revenge**, reflecting the protagonist’s misguided actions.

**Personal Reflection:**

1. **If you were in the shoes of the protagonist, would you have made the same decisions? Why or why not?**
	* Personal reflection on whether one would seek revenge or justice instead of reflecting on the consequences of their actions. Many readers might say they would opt for **forgiveness** or **lawful action** over revenge.

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